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ABSTRACT

This children's collective manual describes a training program for parents and teachers of preschool children which is designed to encourage cooperative, community-oriented styles of group interaction in black preschool children. Developed by the Children's Collective of the Coordinated Child Care Council of South Los Angeles, the program is based on the belief that individual achievement and success eventually lead to a variety of antisocial behaviors. The paper defines the components of cooperative behavior and then provides a method for promoting it among preschool children. The major portion of the report is devoted to a description of planned activities and related materials which give these behaviors a chance to develop. Activity categories include those which encourage group interaction, group cooperation, group decision-making, self-other liking, and community and child-community interdependence. (CS)

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CHILDREN'S COLLECTIVE TRAINING MANUAL

prepared for

Parents and Teachers of Preschool Children

by

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INTRODUCTION TO THE CHILDREN'S COLLECTIVE

The Children's Collective of the Coordinated Child Care Council of South Los Angeles[1] is a private, non-profit community organization aimed at involving the family and the community in the kind of preschool day care that will promote maximum developmental opportunities for area children. The Collective believes that maximum development requires both intellectual stimulation and a social-emotional environment supportive of growth. For preschool children, however, social-emotional growth is emphasized. In particular, The Children's Collective focuses on encouraging cooperative, community-oriented styles of group interaction in black preschool children and has designed training programs for this purpose.

Before the training programs are described, it is important to explain just why The Children's Collective has taken the cooperative community orientation as its focus. It is true that for a long time Americans have praised the competitive, individualistic spirit-- it has been seen as a major source of the country's economic and technological advances. But in recent years, both laymen and social scientists have become concerned that these very traits ultimately have negative effects on personal relations.

This concern is well founded. Many experiments conducted with college students have shown that the students tend to compete even when cooperation is actually what is needed to earn a reward. The same tendency has been found in young school-aged children, who consistently lose at games when all that is required to win is simple cooperation. Fortunately, preschoolers have not yet learned to be so competitive, and good early experiences might help them avoid it as they grow older.

What seems to us so bad about excessive competition is not just that it sometimes causes an individual to get less than he could have had he cooperated. It often causes him to work against others in his social setting, or causes him to try to make sure that they do not receive anything he doesn't get. And finally, it may make him suspicious of others' motives, so that he doesn't recognize situations in which others are making genuine offers of cooperation. We feel these results cannot help but have very bad effects on couples, families, on the community, and even on the society as a whole.

We believe, then, that the emphasis on individual achievement and success eventually leads to a variety of antisocial behaviors. A wide range of all too common acts -- littering, robberies, vandalism, and bystander indifference in the face of all these -- seem to reflect a lack

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[1] The Coordinated Child Care Council of South Los Angeles is a coalition of agencies which provide service, information, referrals or otherwise have an interest in day care for children. It serves as grantee agency for The Children's Collective, a research and demonstration project operating under a grant from the Office of Child Development, Department of Health, Education and Welfare.

of concern, a lack of responsibility for others in the society, a lack of group orientation. And, while individualistic orientations may have adverse effects on society at large, we feel it is especially perilous for the black community.

Social scientists as well as social activists in the community have repeatedly pointed out that the long term vitality of an oppressed people calls for the development of working political, social and economic organizations. Essential to the building of such organizations is a shared set of values and goals, providing a sense of purpose and group cohesiveness. But among American black people, this sort of progress is impeded by the traditional norm of individualistic competitiveness. Facing all the problems of a minority culture, the black community can ill afford within-group competitiveness and personalistic ambitions at the expense of group goals. Thus, it seemed to us a necessary and important task to develop viable alternatives to competitive individualism. Against this background, the preschool training programs of The Children's Collective were conceived.

COOPERATION DEFINED

Now that the reasons for a cooperative community focus have been explained, it is important to make clear just what the idea of cooperation means to The Children's Collective. Cooperative situations are usually defined as ones which stimulate the person to strive with other members of his group for a goal that they are to share equally. We accept this basic definition although it needs to be made more specific.

Sometimes people talk about cooperation as if it were mainly an attitude or motive -- we call someone cooperative if his interests and desires are group oriented. On the other hand, cooperation can be thought of as a kind of activity -- a person is called cooperative if he acts in ways that promote group goals. Both of these meanings make sense, and should go hand in hand. But attitudes are much harder to see than actions, and without the necessary actions even the best attitudes don't seem to change things for the better. So we emphasize cooperation as a kind of activity or working attitude.

To call cooperation a working attitude means it should have a visible effect on a group's functioning. Many studies have shown that it is, in fact, visibly effective. For example, in businesses organized so that employees cooperate to reach division goals, productivity is higher than it is in businesses where individuals compete to accomplish the most. And, when preschoolers do projects for group rather than individual rewards, they behave in a much friendlier way toward each other. In general, it has been found that members of cooperative groups like each other more, communicate with each other better, have fewer difficulties, and produce more. These are clearly desirable effects.

Nevertheless, cooperation is not always the most desirable response to a situation. Suppose, for example, that a very aggressive or dominant child is always demanding the first turn, the best toy, the largest share. To yield to his demands is not desirable. In fact, according to our definition, it is not even a real case of cooperation because cooperation involves shared goals that all participants work toward achieving; it does not mean doing someone else's work or giving up a fair share in the goal. Submission in such situations teaches a child passivity and prevent him from learning initiative and responsibility for the group. Active assertion of his rights as an equal group member, on the other hand, contributes to the child's sense of self worth as an effective group member.

While we have been talking about situations involving two children who belong to a group, the same sort of situation can arise between two groups. That is, social groups often come into contact as each is trying to attain its goal. Between groups as between individuals, cooperation does not mean submission or settling for second best. It does not mean abandoning self-interests. Rather, it means being aware that one's own interest is a part of the group interest so that acting toward group goals is acting in one's own best interest.

Cooperation, then, is a working attitude visible when group members act together for goals that will be of mutual benefit.

COMPONENTS OF A COOPERATIVE FOCUS

The concept of cooperation, as The Children's Collective understands and values it, has been explained. But it is still a fairly general idea. In order to recognize and encourage it in children's activities, we need to make it more concrete. For training purposes, the idea of group cooperation has been divided into four basic components; all the training materials are intended to fit under one of these four components. Next, an even more concrete list of visible children's behaviors has been developed; every behavior on the list is one which should be either encouraged or discouraged in order to make sure that the concept of cooperation, in its four components, is really becoming a working attitude among the children. What we will do below is first outline the basic components and then present a list of very concrete behaviors and definitions.

A. Group Interaction

The very minimum requirement for a cooperative orientation to develop among children is that they interact with each other in groups of two or three or more. We were surprised to discover, in our review of typical kindergarten and nursery school materials that often group interaction is not encouraged. Rather, children are given crayons or workbooks and work quietly side by side, but not together; or, they sit in a circle around the teacher and listen and answer questions one by one. In these situations, they either act individually or interact with the teacher, but not with each other.

But if children are instead encouraged, for example, to get together and paint one mural or to respond to one another's questions, they become more aware of one another as peers. Only in this way will they get to know what things they do help group functioning and what things disrupt it. Increasing the level of social participation is the first step in creating the sort of social environment that The Children's Collective seeks.

In the beginning, the first step will undoubtedly have to be taken by the teacher or adult responsible for the group. But after children get used to interactive rather than individual activities, we expect that they will come to initiate these activities themselves. In this way, the children will be taking over some of the responsibility for creating the social environment themselves.

B. Child Cooperation

Cooperation among children can now be very precisely viewed as any examples of group interaction that is undertaken for a group goal. For cooperation to occur as the idea was discussed above, the children must not only be working or playing or talking together, the behavior must be serving some purpose the participants share. An example might be the children all pitching in to clear the tables after lunch in order to go out and play sooner; an older child might help a younger one tie his shoes so they would not keep their mother waiting.

Like simple interactions, cooperative activities may either be the result of adult suggestion or child initiative. We have noticed that in many preschool settings, all the group activities are started by the teacher, and there is no opportunity for the children to do this themselves. For children to learn to organize cooperative interactions, then, it is important for the adult in charge not to be directive all the time. Children must be allowed to make up their own activities some of the time.

It is even more important for the children to be aware that their activities are related to group goals, and to have some say in the choice of goals. One way for adults to encourage children to undertake cooperative activities on their own is to bring up the idea of goals (asking the group to consider what they would like to do, to make, etc,); when one has been decided on, the children may themselves decide on a cooperative strategy for accomplishing it. In other words, once they are conscious of a group goal, working toward it cooperatively seems almost automatic. Eventually, as a result of enjoying the successful practice of cooperative behavior for group benefit, the children may even start group decision procedure on their own. When they reach this point, they are truly functioning as a group responsible for itself and effectively operating to get what they want as a group. This is a level of social conscious worthwhile for both children and adults.

C. Self and Other Liking

We mentioned in the general conceptual discussion above that cooperation usually makes for friendlier groups whose members like each other. The Children's Collective believes that as children enter into social activities for mutual goals, as they become responsible participants, they will develop a strong sense of self-worth along with a sense of the worth of the others.

Child development studies have shown how extremely important it is for a child to like himself; this is important not only for his emotional well-being, but also for his intellectual progress in school and his eventual success as an adult. We believe that a sense of self-worth does not develop in a vacuum. Rather, it develops as a child interacts with significant others in his social environment, along with his appreciation of their worth. Thus, it is vital to make sure the child's peer group is organized to support the emergence of these positive feelings.

The Children's Collective groups are designed to do just that. In small, self responsible socially interacting groups, each child can see the unique contribution that he, as an individual, makes to it. He can get a feeling of himself as an asset to the group. In contrast with large groups, with groups where the adult takes all the initiative, and with groups that encourage only separate individual activities, that feeling will not emerge. A child may make, instead, a comparative or dependent evaluation of himself -- he feels he can draw better than Louis, but he can't make numbers as well as Lisa, and in general, he can be proud of himself when the teacher praises him -- but his role as an effective group member helping implement mutual goals is not visible to him as it is in a group organized along Collective principles.

Self and other-liking, then, is expected to result from small, self responsible social interactions where each child's asset value is visible. This feeling should grow as both adults and other children respond with approval to a child's contributions to the group. As they withhold approval when behavior thwarts the group, the child learns to avoid those activities. In this way, group members teach one another respect for the group and for their own contributions to it.

D. Interdependence of Child and Community

As the components described here are realized, the resulting social environment should provide the child with a sense of community, a sense of belonging to a group of which he is an important member. Through social interactions for which he becomes increasingly responsible, he defines a positive identity for himself. His identity becomes visible to himself and the others in his contributions toward effective group functioning.

At this point, the child's esteem for the group should be growing because it provides a supportive medium for his self development. At the same time, he values the group because it can accomplish things that he by himself could not do. But as his appreciation for the group grows, so does his self appreciation because he is himself an important part of that social environment. In this way, the child develops a sense of his interdependence with the community, and comes to understand that his own personal and social goals are best served through effective group functioning.

As we said in the introduction, development of working social, political and economic organizations is necessary for the vitality of an oppressed people. Teaching the principles of effective group functioning at the preschool level is a first step in this direction. In the following sections we will provide very specific methods for promoting this sort of preschool social environment. First, there is a list of concrete kinds of behavior, along with examples. These behaviors can be called "target" behaviors because the program aims at them -- it seeks to encourage some and discourage others. Those to be discouraged are starred. Second, a method for encouraging social behavior is explained. Third, children's activities, grouped under the four components discussed above are outlined along with a method of presenting them. Taking this approach to a cooperative community orientation with preschoolers has, in our experience, been quite successful in promoting the desired social environment.

TARGET BEHAVIOR LIST AND DEFINITIONS

1. Subject: Any child regularly attending the day care facility.

2. Teacher: Anyone other than a subject who assumes responsibility for the subjects; e.g., the Teacher, a "Teacher-Aide," or any other older person acting in a supervisory capacity.

3. Group: Two or more interacting subjects physically near each other.

4. Interaction: Any social exchange, physical or verbal, between subjects which affects the behavior of those involved. This includes carrying on conversation, any effective attention-getting behaviors such as calling by name or touching, group songs and group names, and/or any other physical contact such as holding hands or embracing. Unlike cooperation, interaction need not be purposeful. For example, subjects playing cops-and-robbers or splashing in water together are interacting.

5. Subject Initiated Interaction: Two or more subjects are involved in some social, physical or verbal exchange which is started by one of the subjects. For instance, a subject may embrace or converse with another subject. Or a subject may present a game to be played or invite another subject to join him in something he is doing.

6. Teacher Initiated Interaction: The Teacher requests that two or more subjects interact, and the subjects respond by interacting with each other. If the Teacher suggests, "Let's all build a playhouse," and the children join in building the playhouse, a Teacher Initiated Interaction occurred.

7. Cooperation: Any action, either physical or verbal, by a subject working toward a mutual goal. This action may be started by either Teacher or Subject. In order to cooperate, the subjects must interact, but the action must have a group goal to be considered cooperative.

   Cooperation includes sharing crayons, jointly piecing together a jigsaw puzzle, and helping other children to get, or put away, their toys.

8. Subject Initiated Cooperation: Two or more children cooperate, voluntarily or at the request of another child. The cooperation may be stimulated by a mutually perceived and non-verbal stimulus (i.e., someone drops a handful of marbles and children help to gather them without being requested to do so, or one child shows another child to affix a stamp to a postcard or how to tie his shoes).

9. Teacher Initiated Cooperation: Two or more subjects cooperate with each other (help, share, take turns) at the request of the Teacher.

10. Decision-Making: The act of conscious and deliberate determining of group objectives. Decision-making includes suggesting a particular game or activity, making plans to engage in a particular game or activity, setting the rules for it, and so on. A group choosing between playing "kitchen" or "post office" demonstrates decision-making behavior.

Decision-making clearly involves cooperative interaction (at least two subjects jointly undertaking a purposive activity) and in addition involves awareness by the subjects that they have either made a choice or at least have mutually agreed to a proposed goal.

11. Subject Initiated Decision-Making: A subject suggests or requests that others in the group make a decision about an activity (e.g., whether to engage in the activity, what the rules of the activity might be), or at least receives deliberate acquiescence and/or feedback from other subjects regarding his proposed goal.

In practice, any subject initiated activity involving more conscious goal acceptance by the participating subjects than subject initiated cooperation does, can be thought of as subject initiated decision-making; it is any subject initiated purposive interaction that goes beyond simple cooperation.

12. Teacher Initiated Decision-Making: At the request of the Teacher, the group engages in decision-making. (See: Item 10, above).

13. Response-Contingent Behaviors: Behaviors which immediately follow or are dependent upon (and presumably reinforce) behaviors 4-13 above; such acts are responses to the project's "target" behaviors.

14. Response-Contingent Approval: This includes smiling, nodding, patting, giving praise to another subject after interaction, cooperation, or decision-making. It is any perceivably positive reaction to a desired target behavior performed by a fellow subject.

15. Response-Contingent Approval: It is any perceivable negative but non-aggressive reaction to an undesired target behavior performed by a fellow subject, and includes frowning, saying "Don't do that," "That isn't right," or quietly restraining a subject who won't share, won't help, won't interact, or who is aggressive. However, any

behavior involving aggressive retaliation (physical or severe verbal abuse as defined above) is subject aggression rather than Response-Contingent Subject Disapproval.

16. Non-Contingent Behavior: Represents the degree to which the social environmental approval or disapproving in general, independently of target behaviors performed by subjects.

17. Non-Contingent Approval: Happens when any subject approval (as defined above, Item 14) is received by another subject even though he has not just performed one of the desired target behaviors.

18. Non-Contingent Disapproval: This occurs when any subject disapproval (see 15 above) is received by another subject even though he has not performed any target behavior, neither good nor bad.

19. Individual Behavior: Is any non-interactive behavior manifested by the subject observed. It includes active individual play as well as wandering about alone, watching others, sitting in solitary fashion, etc. This behavior is subject initiated when it is self motivated, and Teacher initiated when it occurs as a result of Teacher intervention in the subjects' behavior.

20. Subject Aggression: Physical, or severe verbal abuse of a subject by another subject. Hitting, pushing, shoving, cursing pinching, slapping, grabbing another's objects or work, destroying or disrupting another's work are examples.

21. Verbalization of Goals: This is a category included to tap any explicit awareness, acknowledgement, or acceptance of any of the kinds of behaviors which it is the goal of the project to encourage.

The decision to participate in a child's everyday environment in order to influence what he does begins with several important assumptions. (1) First, we are assuming that children are always behaving in some way or other. A child is either interacting with others or is keeping to himself. He may be playing, quarreling, watching something, sitting, standing, daydreaming, crying, sleeping or whatever, but he can always be described as doing something. (2) Second, we are assuming that whatever a child does has some effect on him. He may be interested or amused; he may be bored, hurt, angered, relieved, comforted or pleased. But in every case, the child's experience is directly affected by what he does. His behavior has consequences for him.

(3) Third, these effects or consequences in turn influence what the child will do. If, for instance, a child is hurt (burned) by touching the coffee pot, he will not likely touch it again soon. Or, if he is really amused by a game, he will probably ask to play it again and again. In other words, what a child wants to do is influenced by what he has done and what the consequences were for him.

(4) Next, we realize that other people in the child's environment -- especially the adults and children with whom he spends most of his time -- naturally have a lot to do with the effects of his behavior. That is, when the people around him smile, laugh, frown or look away, their responses become an important part of the effects of the child's behavior. He learns that some of the things he does gets attention and others do not; some things win hugs and pats while others meet with stern warnings or angry words.

For this reason, a child's parents, older brothers and sisters, and other adults around him frequently are regarded as the primary shapers of his social interaction style. In a social environment, then, people become sources of many important consequences of behavior. (5) Finally, we assume that, for children, learning about the physical and social environment often just means coming to understand on the basis of past experiences that certain kinds of behavior will have predictable effects, and choosing actions accordingly. Children learn to guide their actions by experiencing the relationship between behavior and its consequences.

You are already familiar with the goals of The Children's Collective. We hope to make these goals a reality by taking advantage of the sort of natural learning process we have just described. We have seen that all behavior has effects, sometimes good and sometimes not, for the child. And a good effect leads the child to behave in the same way again, while a bad one leads the child to avoid that behavior. So, if we want children to learn the kinds of social behavior the goals describe, we must make sure that such activities always have effects that are good in the child's experience. In other words, the child must be able to see in his own personal experience that goal-related activities have good consequences while activities destructive of these goals do not. To make the program work, then, it is necessary first to decide just what kinds of activities are important in relation to The Children's Collective concepts and, second, to decide what kinds of consequences will be effective in promoting them.

(1) Important activities are ones which either promote the goals ("desired activities") or else hinder them ("undesired activities").

(a) Desired activities include group interaction (whenever two or more children do the same activity together), cooperation (when the children work together toward a common goal), and group decision-making (when children actually decide together what it is they are going to do or how they will do it).

(b) Undesired activities include strictly individual behavior (when a child keeps to himself and does not interact with the others) and cases where the child actively hinders the group spirit by refusing to share, to participate in a group decision, or by being aggressive.

(2) Consequences can also be classified into two groups, as good ones and bad ones depending on their impact for the child.

(a) Good consequences include all forms of positive responding from attentive looks, smiles, nods and words of praise to the even more effective pats, hugs, squeezes and kisses. Any form of approval can be counted as a "good" consequence, and any good consequence should tend to produce more of the same behavior.

(b) Bad consequences, on the other hand, are not quite so easy to recognize. Adults often think that frowns, loud angry words, threats and spankings are bad consequences for children and will prevent them from repeating the provoking behavior. Sometimes, this is so. But such responses always end up giving the child a lot of attention, and often this attention is just what he wants. So for the child, it turns out to be a good consequence even though the adult intended it as a punishment. Over and over, it has been found that the most effective bad consequence for a child is that people are not paying attention to him in any way at all.

Thus, the surest way for us to take advantage of the natural learning situation is to see to it that desired activities always have positive responses as their effect (that they always get good attention) and that undesired activities receive as little attention as possible. If successful, these procedures should create a social environment that will continuously support the learning of a cooperative community orientation among the children.

A few more specific guidelines will be helpful to follow in setting up such an environment. The most important thing to remember is to watch the children carefully keeping your eyes open always for the kinds of desired and undesired activities we have just described. It is necessary to respond to these activities consistently if the child is to learn how they are related to good and bad social effects. (For example, if a child is sometimes praised for cooperating and sometimes not, he may think the good response is related to the mood you are in rather than to the good thing he has done).

Besides being consistent in the response, it is also necessary for the response to be given immediately. If there is too long a delay between the activity and the good or bad response, the child will not be certain about what in his behavior is responsible for the effect. Thus, quick and regular responses to desired and undesired activities are crucial in setting up the right kind of social environment.

Next, it is important to think about how to arrange things so that desired activities frequently occur so that the children can get used to practicing a cooperative community orientation and experience how socially rewarding it is. The program materials you will be working with have been planned with just this notion in mind; that is, this program content has been chosen because it provides the greatest number of opportunities for developing goal-related behavior. As the program is introduced, children will more and more often find themselves in situations where a cooperative community orientation can be encouraged.

In addition to providing opportunities for desired activities to occur and responding regularly and quickly whenever they do, there are a few other things we can do to implement the goals.

(1) Modeling: Both you and the trainer will be models or good examples of persons who practice a cooperative community orientation, both as you interact with the children and also, as you interact with each other. Examples are very powerful teachers. And, too, every child to whom you respond positively becomes another noticeable example of the good results for desirable behavior.

(2) Priming: Sometimes children need not just an opportunity for good behavior, but also a little something to get them started in the right direction. It is best if the children come to do these things all by themselves. But, if they do not take the first steps in group interaction, cooperation and group decision-making, you may have to do it for them or else facilitate it for them in some way, at least in the beginning.

(3) Shaping: Often young children have little experience in group-oriented behavior. If so, they may not get the hang of it right away. But, any moves they make away from a purely individual orientation and toward a group concern should be

encouraged by positive responses, even if it is not exactly as the goals describe. In this way, gradually the children's behavior will take shape and become progressively more like full group behavior.

(4) Peer Responses: Since desired activities will be enjoyable for the group of children as a whole and undesired activities will not (see examples, below), the children themselves will begin to respond positively just as you do when someone promotes group goals and negatively when someone hinders them. Thus, the peer group will eventually come to assist you in establishing a cooperative community orientation.

Finally, we must think more specifically about how to respond to undesired behavior. Of course, the more desired activities arise and are encouraged, the less occasion there will be for the undesired activities to develop. This is our primary method of discouraging them.

Nevertheless, it will happen sometimes. The first thing to try is ignoring it entirely, since we know that giving a young child attention (even while scolding) may be rewarding to him. This is always the best strategy the first time such a thing occurs. But, suppose the child continues, and it is virtually impossible to ignore the behavior. In that case, we can try mentioning how it is too bad that this is happening because it is preventing the group from going on with a pleasant activity. Here, the negative social consequences of the child's behavior are emphasized and it is hoped they will alter his behavior. If this strategy does not work, it is probably a good idea to ask the child why he is behaving in that way and what he thinks should be done about it. Failing that, it may be necessary to discuss the problem with the group as a whole and get their recommendation. A last resort is to exclude the child from the group until he is ready to participate in an acceptable way. Other forms of punishment should be avoided since they have been found to lead to greater aggressiveness or anxiety in the child and since they seem to focus attention on what should not be done (instead of desired alternatives).

The procedures presented above are expected to create the kind of social environment in which a cooperative community orientation will develop and flourish. It must be remembered that we are always influencing the people around us -- both children and other adults -- by the ways we respond to them. It is very important then to be aware of our own influence so that we use it consistently for good results. For the Children's Collective program, the intended result is not an end, but rather a continuing practice of the principles of an adaptive community orientation.

For, if this orientation is worthwhile, it will continue to benefit the child and those around him. Thus, once such an orientation is established, it provides its own rewards and becomes the very best reason for its own existence.

ACTIVITIES AND MATERIALS FOR ENCOURAGING SOCIAL BEHAVIOR

The Children's Collective has proposed a program to create a cooperative community orientation among young children in our community day care facilities. For this purpose we have begun by defining as carefully as possible the kind of behavior we take as our "target," and by providing a method for promoting it among preschool children. We will end by describing planned activities and related materials which give these behaviors a chance to develop.

The program content introduced below has been designed to reflect community-oriented themes and to call forth cooperative interactions. Each item is presented under a heading which relates it to one of the four component themes -- interaction, cooperation, self- and other-liking, interdependence of child and community -- discussed above. Please remember that many other activities may serve the purpose equally well. As you try these out, other program ideas will undoubtedly occur to you, and you should not hesitate to use them too. What is important is not the program item itself, but rather the kinds of behaviors and attitudes it can be used to encourage.

Program flexibility is important because teachers, parents and children themselves should have the freedom to consider alternative ways of teaching the desired components; these concepts, after all, belong equally to all of us. Besides, program items may vary from one day care situation to another reflecting different ages, interests and abilities of the children involved without altering in any basic way the role of those items. We expect, then, a variety of program items to develop as the year progresses, in addition to the ones provided here. In their development, these guidelines should be kept in mind.

(1) Cost and Availability of Materials to the Facility. Most program materials are available in or around the day care facility (e.g., cardboard boxes, trading stamps, cloth and paper scrap, etc.), or on hand at the facility (e.g., crayons, scissors, construction paper, etc.).

(2) Portability and Easy Disposal of Materials. Most materials will be made collapsible and/or portable for easy handling by teachers and trainers.

(3) Enhancement of Creativity & Imagination in the Children. Materials are primarily multipurpose to encourage in the children both creative skills and imagination. For example, large cardboard boxes may function in one instance as counter tops and mailboxes in the post office, in another as tables and book shelves in the library, and in still another, as toy chests.

(4) Long Term Activity Themes. Many activities are designed to be engaged through several visits. For instance, in the activity, "Building A Community," the children may first talk about the places in the community they want to include

when they create their community. The teacher may use this as an opportunity to explain the importance of churches, parks, cafes, and other local landmarks of the neighborhood. In a following session, children may paint and assemble their community, and still later, develop stories about the people who live there. An activity like this allows several concepts to be taught (e.g., group decision-making, group cooperation, interdependence of child and community), and provides continuity for the concepts in a single context.

(5) Built-in Encouragement. Many activities and materials automatically provide the children with rewards either during or at the completion of the activities. These rewards are important to the children as well as the teachers and trainers.

(6) Program Materials Fitting into the Day Care Facilities' Regular Program of Operation. Activities and accompanying instructions are designed to be: (a) easily understood by both the trainers and teachers; (b) simple enough to be carried out in the facility within a short period of time, (c) enjoyable to both the children and teachers, and (d) purposeful enough as a preschool activity to be readily used by the teacher in her program of operation. The following is a complete description (including materials needed, method used, and lesson being taught) of all activities which will be used by the Children's Collective. As new activities and materials are developed, both the trainer and teacher will be supplied with descriptions.

The outline below suggests a procedure which any trainer, teacher or parent may follow in introducing one of the program items. It also lists some things to keep in mind so that the cooperative training sessions will be as effective as possible. After this outline you will find the program items themselves. Notice that one kind of activity does not stop when a new component is introduced. Instead, they build on one another, so that finally child-community interdependence involves interaction, cooperation, and self- other-liking in the building of an effective social community.

I. The Steps of a Cooperative Training Session

A. The Warm-up or Preparation Step - which will arouse the interests of the child, and help him recall certain knowledge on which the new activity is based, knowledge to which he can tie the new material.

B. The Presentation Step - in which the material is presented to the child.

C. The Application Step - in which the child learns by doing, by applying the new concept, principle, etc.

D. The Review or Check-Up Step - in which the trainer checks up to make sure the child learned what was intended.

II. Some Basic Training Practices

A. The Trainer sets up definite and clearly thought out goals to be reached through the training.

B. The Trainer motivates the child so that he is ready to learn.

C. The Trainer presents the new material clearly, one step at a time.

D. The Trainer helps the child integrate the new material with what he already knows.

E. The Trainer gives special attention to the child who seems unable (or unwilling) to carry out the task.

F. The Trainer adapts his instructions to meet the individual differences of the children and day care facilities.

G. The Trainer provides sufficient repetition of program materials to develop adequate skills in cooperative behaviors.

H. The Trainer checks up on the child's accomplishments and re-teaches when necessary.

ACTIVITIES TO ENCOURAGE GROUP INTERACTION

Group Interaction refers to any social exchange, either verbal or physical, between two or more children where each affects the other's behavior. Getting children to interact rather than to consistently engage in individual play increases their awareness of each other as peers. This is the basic step in developing in children a sense of responsibility and concern for each other.

Group Interaction may be encouraged in the following ways:

(1) The Teacher discusses activities with the children in terms of "we" or "us" as a group rather than in terms of individuals.

(2) The Teacher provides the children with group-oriented activities.

(3) The Teacher does not criticize, but instead does not encourage children who refuse to participate in group activities.

(4) The Teacher consistently praises (positively reinforces) children when they participate in group activities.

ACTIVITY: MAKING BUTTER

Materials: One small plastic container with a secure top for each child, enough whipping cream for each child's container to be half full, and rhythmic record player or radio music.

Method: Let the children fill their containers half-full with whipping cream and then secure the tops tightly. Each child will hold his own container and the children can either sit in a group on the floor or stand in a circle. Turn on the music and get the children to shake their containers to the beat of the music. They may dance and sing along with the music, but be sure that they shake the containers vigorously.

Within half an hour, the children will have made butter from whipping cream. This they can either spread on bread or crackers for themselves or take home to their parents.

Lesson: Group interaction can be encouraged by getting the children to shake the containers and sing in unison. If they decide to dance the teacher will encourage coordination of movements. This way the children will think of themselves as members of a group and not merely as individuals making their own butter.

ACTIVITY: TAG GAME

Materials: Each child is issued a different colored crayon. Each child also receives strips of construction paper which is either pinned or clipped to the child's clothing.

Children are asked to pick partners for dance. Each child places a single mark of his crayon on the tag of his or her partner.

When music begins (by turning on radio or playing records), children dance briefly; when music is stopped, children must change partners and repeat the process.

Teacher must explain to the children prior to beginning of game, that a group reward will be given if each child in group has marked on the tag of each other child.

Length of time of activity may be varied to accommodate size and temperment of group.

Lesson: This is a "get acquainted activity," which offers an opportunity for free movement and intermingling of children.

Group interaction is intrinsic in this activity, and is to be reinforced.

ACTIVITY: DO THIS LIKE ME

Materials: None.

Method: Teacher begins this game by doing an action and saying, "Everybody do this, do this, everybody do this _____, just like me." The children copy whatever the teacher is doing, and join in chanting the verse. The teacher may do things such as:

(a) Clapping Hands
(b) Tapping Feet
(c) Holding hands of child and dancing in a circle, etc.

Children may take turns being leader.

Lesson: Imitation is one of the most important processes in socialization. Encouraging peer imitation through a sample interaction activity such as this sets the foundation for the learning of higher level activities and concepts.

ACTIVITY: THE GRAPEVINE

Materials: None.

Method: Children sit around in a circle on the floor. The teacher whispers something into the ear of one of the children. It can be a very brief sentence such as, "Today we're having vegetable soup for lunch." The first child then whispers the statement into the ear of the child to the right, who whispers to the child to his right, etc. The last child in the circle tells group what he has been told. If it is different from what the teacher first said, the group will try to find out where in the circle the sentence was transformed. Other sentences can be circulated and the direction of flow should be alternated between clockwise and counter clockwise.

Lesson: The children will be made aware of how they reciprocally affect each other. They will also notice the need to be careful listeners in their interactions with others.

ACTIVITY: PASS THE BALLOON

Materials: One inflated balloon.

Method: Teacher instructions: The group will stand in a circle and one child begins by tapping the balloon to the child on his right. Each player must continue by tapping the balloon to the right and the balloon must be kept in the air. Only tapping is allowed and children may not hold the balloon.

The participants will first be asked to tap the balloon around the circle. A nominal group reward is distributed after each successful attempt.

Lesson: The success of this game is dependent upon the cooperation of each player in tapping the balloon to his classmate. For the game to run smoothly and to facilitate an increase in the successful passing of the balloon around the circle, each child must control the balloon and tap it lightly enough for his or her classmate to gain control of the balloon. The importance of team work is emphasized in this activity.

ACTIVITY: WHO'S SITTING ON THE BUTTON?

Materials: One large button.

Method: The child who is "It" leaves the room. Everyone else sits down and one child sits on the button. The seated children sing a song or clap their hands. The child who is "It" comes back and tries to find who is sitting on the button. The closer he comes to the button the louder the singing; as he moves father away, the singing gets softer. When the button is found, the child who is sitting on the button becomes "It" for the next time.

Lesson: Children learn to cooperate by assisting their classmate in locating the button.

ACTIVITIES TO ENCOURAGE GROUP COOPERATION

Group cooperation refers to the concerted efforts of a group working towards a common goal. Activities which necessitate concerted efforts will be introduced. That the goal be mutually desired by all children involved is important, for such built-in rewards will enhance the child's attraction to those with whom he cooperates as well as those who happen to be in the immediate environment when the reward is attained. The attraction will ideally be accompanied by an increase in the child's dependence on his peers for positive encouragement, leading in turn to an increased tendency to cooperate in a variety of activities.

Group cooperation may be encouraged in the following ways:

(1) The Teacher introduces group names and activities which have desirable ends for the children and which necessitate cooperation for their attainment.

(2) The Teacher positively rewards the children for whatever joint efforts they make (excluding, of course, aggressive acts), and fails to reward children who do not cooperatively interact.

ACTIVITY: MAKING ICE CREAM

Materials: Manual ice cream freezer, rock salt, ice, and ingredients for homemade ice cream.

Method: Have each child bring one piece of fruit. Allow the group to decide whether they all want to bring the same kind of fruit or if they want to bring different kinds of fruit.

Get some groups of children to prepare the ice cream ingredients, sprinkle the ice with salt, and prepare the fruit (i.e., sliced or mashed bananas, peeled oranges, squeezed lemons). The children will all take turns turning the hand-crank, and, when necessary, holding the freezer steady.

Lesson: If children choose the same kinds of fruit, the Teacher should emphasize the idea that by acting together, or doing the same thing, the children can become stronger. If they choose different kinds of fruit the teacher should emphasize that the children are different, but like all the different pieces of fruit, when they come together, mix together, they can create something good. The children will also be shown the importance of sharing the work in making the ice cream and that one child could hardly have made it alone. Each makes a significant contribution either in mixing the ingredients, turning the crank, filling the bucket with ice and salt, etc. This activity has the built-in reinforcement of ice cream, the product of cooperation.

ACTIVITY: HIDING THINGS

Materials: Old books or magazines from which pictures can be cut, construction paper, cardboard boxes, paste, crayons, and scissors.

Method: Teachers can draw pictures on construction paper of different kinds of fruit, toys, etc. These pictures should be big enough so that they can be cut into large pieces, or teachers can use regular paper and draw pictures, cut them out and paste on cardboard boxes and cut them into pieces.

Teachers will give instructions on how the pieces of puzzle for hiding game will be made. Teachers will then help children make the pieces. After pieces are made, teachers will gather pieces from children and then hide them. Child will take turns finding the pieces. For example, if the second part of the puzzle

is under a chair the teacher will give the child a picture of a chair with the first puzzle part with the letter "C" on it for a clue, the child will look under the chair and find his piece of puzzle and a second clue, which he gives to a second child and so on until each piece of puzzle is found. Then children will decide on the order in which each child will look for his puzzle part and clue.

Lesson: This activity encourages Group Cooperation and Group Decision-Making. The children will learn the importance of sharing (by passing on clues) and contribution to the group goal (by putting the puzzle pieces together).

ACTIVITY: INDOOR GARDEN

Materials: Window-size flower box, 9" x 3" x 4" deep. (Boxes may be constructed at the Day Care Home), using 1' x 4' boards or boxes, enough gravel to lightly cover the bottom of the box, enough soil to fill the box up to one inch below the top, and any hardy plants of the type often found growing around the outside of the home.

Method: The children may be assigned the responsibility of bringing in soil and gravel or plants to contribute to the project. Children first use cups to scoop up gravel or plants to cover bottom of the box. Next, children place soil in box. Plants are placed in box last. A small amount of water should be sprinkled on plants. Plants will require some type of daily care for which the responsibility may be shared by different pairs, of children each day.

Lesson: Teacher will give pre- and post-project lesson on the favorable results achieved when individuals contribute toward common goal and cooperate by taking turns in the preparation and maintenance of the project.

ACTIVITY: DRAW-A-PICTURE

Materials: White paper, crayons, coffee cans, and tape.

Method: Place in coffee can one crayon per child. Crayons should be different colors. Children are asked to draw a mural of past group activities or sites of the community. They will be encouraged to share all the colors by a system of rewards (peanuts, small boxes of raisins, etc.). Children

who do not share or exchange crayons will not be positively or negatively reinforced.

Lesson: This activity can be useful throughout the year. It encourages sharing and contributing to the creation of a group product. Children will be shown that a more complete picture can be drawn when each child contributes his part.

ACTIVITIES TO ENCOURAGE GROUP DECISION-MAKING

All games and activities will involve group decision-making. The children will decide which of several games they would like to play, and, when necessary, which rules the group is to follow. When the games involve role-playing (e.g., mailman, nurse, supermarket clerk, service station attendant, etc.), the children will be allowed to choose the persons they would like to play those roles.

The children will also take responsibility for caring for the plants and pets in the class on a rotational basis. The class selection of monitors for dispensing materials (paper, toys, crayons, etc.) to the children will be encouraged also.

Group decision-making may be encouraged in the following ways:

(1) The Teacher gradually allows the children increasing opportunities for setting group goals.

(2) The Teacher encourages the children to make suggestions for group activities and acts on their suggestions.

(3) The Teacher positively reinforces children for taking initiatives in goal-setting.

ACTIVITIES TO ENCOURAGE SELF-OTHER LIKING

Judgments of personal and other-worthiness are interrelated. Significant others are important in the shaping of self-liking and, conversely, what one thinks about himself influences his perceptions and judgments of others.

Self-Other Liking may be enhanced in the following ways:

(1) The Teacher reflects the positive attributes of children as individuals and as members of groups. The teacher instills a sense of pride in the child by pointing out his beautiful physical features and his skills as well as those of his peers.

(2) The Teacher encourages the child's imitation of his peers' desirable behaviors.

(3) The Teacher rewards positive references the child makes to himself and his peers.

(4) Health and care of the body is emphasized as important in making the child a strong, able group member.

ACTIVITY: A BOOK ABOUT YOU AND ME

Materials: A small camera and a roll of color film, heavy-duty construction paper, one felt-tip marking pen, paste two small slats of plywood, and two hinges.

Method: Each child will have his picture taken in individual and group poses. The children will design and make a portfolio with the construction paper. The plywood will bind the portfolio and will be held together by the hinges. Once the photographs are developed, the children will be given a chance to make up a short sentence ot describe each picture (i.e., "Joan is smiling at Tanya," or "Akeem is having fun helping David with the jigsaw puzzle.") If the first things said about the pictures do not seem to enhance the esteem of those involved, we will search around for alternatives which do. The picture will then be pasted in the portfolio and the sentence written.

Lesson: The children will become aware of the positive attributes about themselves as seen by others. Hopefully, they will also experience an increase in Self and other esteem when the positive attributes of their peers are pointed out. The portfolio would be useful in the future in enhancing the child's self and other esteem.

ACTIVITY: NOTICING LIKENESSES AND DIFFERENCES

Materials: None.

Method: Before the children are approached with this activity, the Teacher will inconspicuously pair them off according to such similar attributes as height, sex, hair length, texture or color, dress, etc. Each pair will then be called to the front of the class and the rest of the children will guess what things about the pair are similar. These similarities will be stressed by the teacher. The teacher will not ask for dissimilarities and will emphasize the positive aspects of the attributes. The groups can be extended in size to three or four children when possible.

Lesson: Perception of similarities enhances attraction to others. This increased attraction will lead to increased interaction and cooperation. Perception of similarities will enhance both self and other esteem.

ACTIVITY: LIFE-SIZED PAPER DOLLS
(From Cole, et. al., More Recipes for Fun)

Materials: A large sheet of paper (brown wrapping paper), or several sheets of paper or newspaper taped together, crayons, scissors, glue, cloth and paper scraps, and brown and black yarn.

Method: Spread out the long sheet of paper on the floor. One child lies down, on the paper, face up. Another child takes a crayon and draws around the head and body of the child. Each child gets a chance to have his figure traced, and serve as a tracer. The tracer and child will draw in the feature of the face and color in the face, arms, and legs. Yarn can be used for hair. The paper doll can be dressed by gluing on paper and cloth scraps, buttons, belts, and ribbons may be added. The life-size doll can then be cut and hung on the wall or tacked. The child can take his doll home for his parents as a gift.

Lesson: This is a good activity for getting children to become aware of their peer's physical features. The Teacher will, of course, encourage positive labeling of these features.

ACTIVITY: WAY DOWN YONDER IN THE PAW PAW PATCH
(A Sing Song Game)

Where, Oh where, is pretty (or handsome) little _____ (child's name)?

Where, Oh where, is pretty little _____?

Where, Oh where, is pretty little _____?

Way down yonder in the paw paw patch!

Come on home, pretty (or handsome) little _____ (child's name),

Come on home, pretty little _____,

Come on home, pretty little _____;

With your pretty (some feature or trait of an individual child).

Method: Before the song is sung, the children decide on the good trait of each child that will be sung about. As the song is sung, and the child is called, he or she comes to the circle and joins in singing until another child's name is called. This child then enters the center of

the circle. In the last line of the last verse, some feature or characteristic of the individual child is included.

Lesson: This activity is designed to reinforce positive feelings in the child since the total group points out a child's good characteristics, then sings about them.

POSITIVE SELF-IMAGE THROUGH HERITAGE

Positive Self-Image Through Heritage is a subcategory of Self- and Other-Esteem. The function of the concept is twofold: First, Africa will be introduced as the homeland of Black people in America. Secondly, the relationship between Black children in Africa and Black children in America will be emphasized.

Positive Self-Image Through Heritage can be encouraged in the follwoing ways:

(1) Activities including pictures, stories, music, etc., will be introduced to the children that relate directly to life styles "now and then" of African people. (This will include a simple history of the Black man in America.)

(2) Other activities will include the similarities between Black children in America and Black children in Africa.

To aid in explaining activities in this category a map of Africa will be on hand to assist the Teachers.

ACTIVITY: COLORING AND VOCABULARY

Materials: Outlined pictures of African women with traditional names their meaning, (e.g., "Reflections of the Sun").

Method: Each Teacher will have an assortment of pictures, along with traditional names and their meanings. This activity will take ten days to complete. Each day, the Teacher will supply each child with a picture that is to be colored. The lesson will begin with learning the pronunciation of the name and what each name means (e.g., the Teacher will hold up a picture with the name TULIVU on it.). After saying the name "Tulivu," pronounced "TOO-LEE-VU," she will have the children repeat the name. After the children repeat the name, she will complete the first part of the lesson by telling the

children what Tulivu means: "Tulivu means, 'Quiet, Tranquil, Peaceful, Composed, and Gentle'." Each child will then be given a picture of Tulivu to color. After the pictures are colored, they may be shared by the children. The Teacher once agaín says the name, which is to be repeated by the class and tells them what the name means.

This will be the first of ten name pictures that will be introduced and colored. Each child will keep a folder of the name picture made into a booklet. The booklet will be made by stapling the ten pictures together and putting construction paper in front and back.

Lesson: This activity does two things for the children. First, it provides them with the opportunity to learn the pronunciation and the meaning of traditional African names. It also provides for creative skills development through the coloring activities.

ACTIVITIES TO EMPHASIZE THE CONCEPT OF COMMUNITY AND CHILD-COMMUNITY INTERDEPENDENCE

Community is a difficult concept to teach directly since it does not refer to a set of spatial or geographic boundaries but rather refers to what can be called a culture. The concept of the community can be emphasized in activities which increase the children's awareness of their common culture (i.e., Black Americans) and the social institutions and agencies that are parts of it.

The concept of community may be enhanced in the following ways:

(1) The Teacher discusses with the children the important functions of grocery stores, hospitals, churches, schools, etc., to which the children can relate.

(2) The Teacher encourages attraction to the culture by noting the positive features of those institutions.

Child-Community Interdependence refers to the mutual dependence of the child on the community and the community on its members (the child being one of them). It is important that the child feel he is contributing to the community as well as being affected by it.

Positive awareness of child-community interdependence can be encouraged in the following ways:

(1) The Teacher introduces games and social activities to the group which will involve children in role playing centered about community events and persons (e.g., sending cards to friends, buying fruit and candy from the corner store).

(2) The Teacher encourages actual community action on the part of the children in their neighborhoods (e.g., helping to plant flowers for older citizens in the community).

ACTIVITY: BUILDING A MARKET

Materials: Large and small cardboard boxes, empty food cans, empty milk and egg cartons, shoe boxes, scissors, paste, crayons, and water paints.

Method: The Teacher will tell the children they are going to build a market, giving them an idea of how it should be done and then letting them go on their own, staying close by for any instruction they may need. Children will be encouraged to role play the various jobs in the supermarket, and the transactions that take place there.

Lesson: The Teacher discusses the different roles of the people who work in a market. Building a market calls for cooperative play from the children. This type of play can help develop the child's sense of responsibility; and he will learn how to work along with others.

ACTIVITY: DRAW YOUR BLOCK

Materials: Paper or cardboard, wax crayons or pencils, and straight edge or ruler.

Method: All the children who live on the same block will be put into the same group. Ideally there should be two to five children in each group. Those children who do not live on a block with other children in the class can be grouped with other children who live on the same street, in the same neighborhood, etc. Get the children to first recall how their block looks: How many houses are there? Are there tall apartment buildings or stores on the block? Where are fire hydrants, stop signs or street lights? Are there trees or a park? Where do you live on the block? Once the children have had time to recall what their blocks look like, get each group to draw a picture of what they remember, first putting in the four streets and then each putting in his own house or apartment building.

Lesson: This picture map will give the children a good idea of what their block looks like as well as how they are situated in their immediate community. This is a good activity to teach children the concept of the community. The various functions of the fire hydrants, store and traffic lights should be made clear to them.

ACTIVITY: COMMUNITY COSTUMES

Materials: Construction paper, paste, scissors, crayons, water colors, paper bags, and assorted materials that may be used to construct costumes.

Method: Teacher asks children to decide on someone of the community whose costume they would like to make. The Teacher should not attempt to choose the subject. Creative freedom is very important in this game. However, each child will be asked to make one item from the person's outfit. The children may work as a group or independently. When each child has completed his or her item, he will explain what the item is used for (e.g., the postman's hat is to protect him from the rain and the sun, etc.). The Teacher should also have a brief discussion and question-and-answer session with the children regarding their community figure for the day.

Lesson: Children often notice and learn more about their community than they are aware of. This project offers the preschooler an opportunity to express his feeling about the person chosen and demonstrate his knowledge of that person's role in the community. The making of the uniform with its accompanying description of purpose utilizes a role playing concept. The children experience the character by more than observation. They must explain the person's job, how the child sees the person in relations to himself, and how the character benefits the community.

ACTIVITY: COMMUNITY FIELD TRIPS

Materials: None.

Method: The Teacher and the children select places of interest and community landmarks and visit them. Such places might include:

1. A Service Station
2. Grocery Store
3. Church
4. King Hospital
5. Ujima Village
6. Bank
7. Watts Writers Workshop
9. Compton City Hall
10. Watts Towers (Art Institute)
11. Jordon Downs Housing
12. The Mafundi Institute (Black Cultural Center)
13. Watts Art Center
14. Railroad Station

As each site is visited, the Teacher explains how these institutions are a part of and serve, the people of the community. If possible, the Teacher should arrange for

short tours of the institutions, so the children can see the institutions function, and how they are important to the people. The field trips can be used as the basis for another Community Concept Activity -- Building A Community (see below).

Lesson: Many projects which employ field trips take the children out of the natural environment to see things not present in their own communities. Teachers should emphasize how community institutions work to benefit the children and their families.

ACTIVITY: BUILDING A COMMUNITY

Materials: Large and small cardboard boxes, scissors, paste, crayons, and water paints.

Method: The Teacher will tell children that they are going to build their community the way they see it. She will not tell them what they should or should not make. She will give them some idea how it is to be done and then let the children go on their own; staying close by for any instructions they may need. After the community is built the Teacher encourages the children to develop stories about the kinds of activities that go on in the different buildings.

Lesson: The Teacher will emphasize how each building (church, home, store, etc.) is important to the community.

Building the community calls for cooperative play from the children. This type of play can help develop the child's sense of responsibility, and can help Teacher show them how to work along with others and be responsive to them.

ACTIVITY: POST OFFICE

Materials: Construction paper, large boxes, one small shopping bag, scissors, large index cards, crayons, a rubber stamp, and trading stamps.

Method: The children will select others or volunteer to play the roles of postman, stamp salesclerk, and rubber stamp clerk. Small groups of children will decorate the large boxes

which will serve as desks and counters in the post office. These boxes and the shopping bag which will serve as the postman's delivery pouch, will be decorated with colorful strips of construction paper.

Each child will make a card to send to one of the other children in the class (or to his best friend). Cards may be made by pasting designs cut from construction paper on the index cards, or the child may prefer to draw his own design. The child will get a stamp from the post office and will stamp and post his card at the post office.

A clerk will rubber-stamp each card and the postman will then deliver the cards to the children.

Lesson: This activity enhances the child's awareness of the interdependence of himself and the community. This he learns through role playing. The child also experiences decision-making when he selects someone or volunteers for the roles which are to be played.

ACTIVITY: BUILDING A LIBRARY

Materials: Old books and magazines, large and small boxes, rubber stamp, and small index cards.

Method: Children will be taken to the community library on a visit. After returning from the library the Teacher will ask them if they would like to build a library, the way they feel it should look. They will take the large and small boxes and arrange them as they see fit. Children will take turns playing librarian. Each child will have a library card (these will be made by the Teacher, with names printed on them). Children will go to the library once a week, checking out books. Before books are checked out they must be stamped by the librarian. The books must be returned at the end of each week.

Lesson: Through role playing as the librarian, the children will learn how to conduct themselves in a library, and understand the purposes and needs for a library in their community.

ACTIVITY: OUR COMMUNITY AT WORK

Materials: None.

Method: This is an activity in which parents can also participate. The Teacher and parents select places of employment in the community, preferably places where the parents are employed. Such places might include:

1. Service Station
2. Libraries
3. Hospital
4. Schools
5. Liquor Store
6. Record Shop
7. Post Office
8. Beauty Shop
9. Barber Shop
10. Church
11. Soul Food Restaurant
12. Second Hand Stores
13. Grocery Stores

Parents (and other interested people) employed in these institutions will arrange short tours of the facilities, and will briefly explain to the children their jobs and the jobs of other employees.

Lesson: In an urban setting like Los Angeles, children rarely get the chance to observe their parents on the job. This activity will show the child how people work in community settings to provide goods and services for the people and the community.

ACTIVITY: SOCIAL RESPONSIBILITY SERIES

Materials: Any of the four picture groups and felt board.

Method: The Teacher will begin by holding up the first picture of the group and asking the children what do they see in the picture; describe the picture, etc. After receiving the response, she will either correct or add comments to help explain the intended concept. The picture will then be placed upon the felt board for all the children to view. The procedure is repeated with the remaining three pictures of the set. After all pictures have been shown, the Teacher will briefly review what has been described in all the pictures. Following, there should be a review and discussion of the intended concept.

Lesson: These series of pictures will be designed to introduce and/or reinforce the concepts of Elderly Respect; Community Pride; Children's Collective; and Social Economics; with respect to the children's direct involvement.